



lterillspringfield.wikispaces.com



Morning

- What needs to be considered when designing a lesson?
- How can I maximize student performance within a lesson?
- How can technology be used to redesign more traditional tasks?

Afternoon

- What should we expect from learners in the interpersonal mode?
- What are best practices in instruction and assessment?

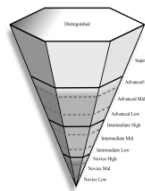
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Backward Design

Identify desired results – What are the goals?

How well?



What?



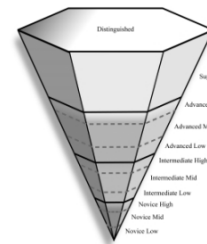
WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

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Performance and Proficiency

Proficiency



Performance



ACTFL - Proficient Foreign Language Proficiency - ACTFL - Proficient Foreign Language Proficiency - ACTFL - Proficient Foreign Language Proficiency

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Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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Work from a clearly articulated curriculum

- Building knowledge through content-rich non-fiction
- Reading, writing, and speaking grounded in evidence from texts, both literary and informational; and
- Regular practice with complex text and its academic language.



Common Core "Three Shifts"
Schmoker, Leading with Focus

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Themes and Topics

Advanced Placement	International Baccalaureate	Clementi/Terrell
<ul style="list-style-type: none"> •Personal and Public Identities •Families and Communities •Contemporary Life •Beauty and Aesthetics •Science and Technology •Global Challenges 	<ul style="list-style-type: none"> •Social Relationships •Cultural Diversity •Customs and Traditions •Leisure •Health •Communication and Media •Science and Technology •Global Issues 	<ul style="list-style-type: none"> •Identity •Belonging •Well-being •Creativity •Exploring Time and Place •Discovery •Challenges

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Thematic Unit Design

Theme/Topic	Contemporary Life: School Days		
Performance Target	Novice Range	Amount of Time	6 weeks 250 minutes per week
Essential Question(s)	What is school? Why is school important?		
Learning Scenario			
Students will learn about school in their community and in other cultures. They will consider what students learn in school and will be able to compare what schools are like in their community and in other places. They will be able to say why education is a basic right and comment on who goes to school in different countries. Finally, they will compare traditional ways of school with what is possible today.			
Unit Goals			
Learners will be able to: <ul style="list-style-type: none">• Discuss their likes and dislikes with regard to school• Comment on what they need to learn• Make comparisons between their school life and school life in the target culture• Comment on the importance of school and who goes to school			

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Thematic Unit Design

Theme/Topic	Contemporary Life: School Days		
Performance Target	Novice Range (Level 1 / Level 2)	Amount of Time	6 weeks / 250 minutes per week

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Essential Questions



- They can be answered in the target language.
- They have no one right answer.
- All students can answer them.
- They enable all students to learn.
- They involve thinking, not just answering.
- They make students investigators.
- They are provocative—they hook students into wanting to learn.

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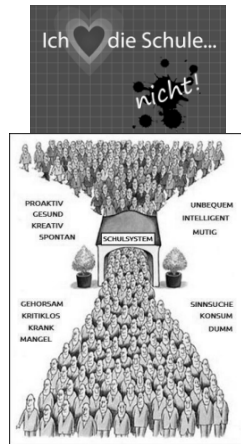
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Identify anchor texts

**10 AUSREDEN
WENN MAN DIE
HAUSAUFGABEN
VERGESSEN HAT**

Sohn schwänzte Schule: Mutter muss sechs Monate ins Gefängnis

Wenn Kinder nicht zur Schule gehen, kann es bitter für die Eltern werden: In Hessen schickt ein Gericht eine Mutter nun deswegen in den Knast. Die Höchststrafe sei gerechtfertigt, meinen die Richter. Schließlich hätten andere Maßnahmen nicht zum Erfolg geführt.



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ACTFL Integrated Performance Assessment

Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.



Presentational

Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.



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IPA - Schooling Around the World

Novice – What is school? Who goes to school?

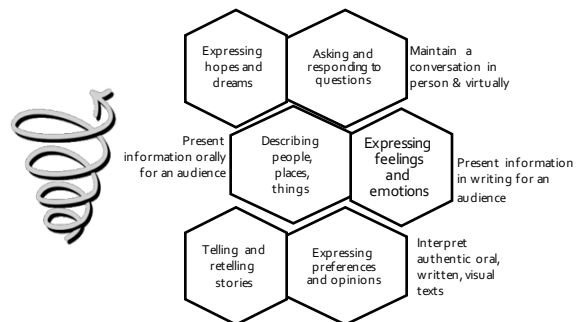
Summative Performance Assessments

Interpretive	<ul style="list-style-type: none"> Read school schedules from other countries and draw conclusions about similarities and differences. Read ads or lists about school supplies and indicate what is needed. Listen as individuals give their opinions about information related to school and demonstrate comprehension.
Presentational	Project - Create a multi-media presentation that will introduce your school to other (Spanish) speakers. On Demand – Share your feelings about school. Consider advantages and disadvantages of other school systems.
Interpersonal	Have a conversation where you discuss school and education. Comment on what you like and don't like about your school and make comparisons to other schools in other countries. Give your opinion about why education is or is not important.

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Top Ten Functions and Related Tasks



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Key Function - Describing

FUNCTION	NOVICE	INTERMEDIATE	ADVANCED
Describing people, places, things, how and how well	Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, and superlatives
		Give detailed descriptions using a variety of precise adjectives and adverbs	Give detailed descriptions using a wide variety of precise adjectives and adverbs
RELATED LANGUAGE FUNCTIONS			
Analyze Categorize Classify Clarify Compare Contrast Count Define Describe Describe physical characteristics Describe the weather	Differentiate Edit Evaluate Explain Give biographical information Give examples Identify Illustrate Infer Interpret	Label List Locate Name Paraphrase Present Rephrase Restate Rewrite Summarize	

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I can	Yes	With help	Not yet
discuss school subjects			
say what i can do to learn			
describe likes and dislikes with regard to school			
discuss school schedules			
say what i need/don't need			
say how many classes I and others have			
compare schools in different communities			
indicate how they and others go to school			
recognize the rights of the child			
talk about who goes to school			
say why school is important			

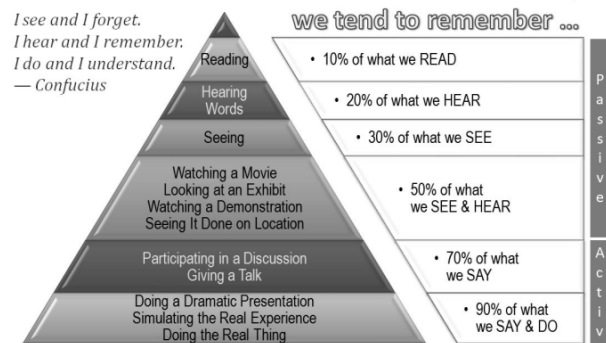
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The Cone of Learning

sparkinsight.com

*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius



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Source: Edgar Dale (1969)

Think – Write - Pair - Share

The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.



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Numbered Heads Together

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.



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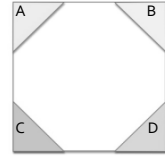
Working with Random Partners



Inner/Outer Circle



Rotating Rows

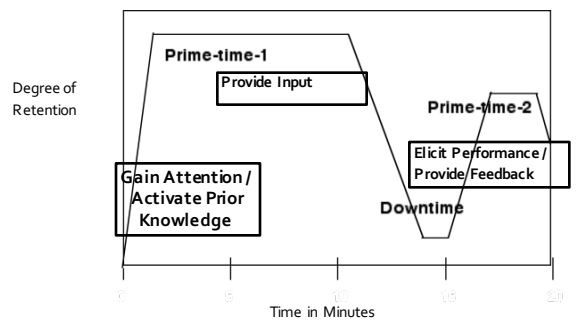


Four Corners

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Primacy-Recency



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Adapted from Sousa

Key Lesson Planning Question

What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?



"Rigorous, aligned, engaging tasks"

2016/17 SPS PD Theme

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I can	Yes	With help	Not yet
discuss school subjects			
say what I can do to learn			
describe likes and dislikes with regard to school			
discuss school schedules			
Say what I need/don't need			
say how many classes I and others have			
compare schools in different communities			
indicate how they and others go to school			
recognize the rights of the child			
talk about who goes to school			
say why school is important			

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Lead with Culture



"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."

Sandra Savignon
Communicative Competence:
Theory and Classroom Practice

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Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?	Time	Materials / Resources Technology
Gain Attention / Activate Prior Knowledge	<ul style="list-style-type: none"> Display cartoon mom happy that child is going back to school Students write what they can based on positive and negative, primarily drawing on earlier lessons on schedules and classes Students share with partner and with class 	5	<ul style="list-style-type: none"> image related to school
Provide Input	<ul style="list-style-type: none"> Students read overview silently Teacher paraphrases using yes/no questions to establish context of video. Teacher shows video up to :33 without stopping; then shows pausing to allow students to signal comprehension 	15	<ul style="list-style-type: none"> YouTube - De camino a la escuela Comprehension check questions or edpuzzle
Elicit Performance / Provide Feedback	<ul style="list-style-type: none"> Teacher displays images of children going to school with embedded text Students work together to create labels for each image Students work with sentence frames to share information on where children live and how they get to school Students comment individually on one of the images - writing a post-it or going to padlet 	10	<ul style="list-style-type: none"> Screen shots of children going to school from video; Prepared sentence frames Padlet activity
Provide Input	<ul style="list-style-type: none"> Teacher leads a quick overview of classroom photo allowing students to say what they can. Students read text Lo que aprenden los niños silently and compare to image to determine if this is the class being described. They share their observations with partner. Teacher reads text aloud stressing phrases that have key information for similarities and differences, calling on students to share observations. Teacher pauses to check for understanding using questions that require limited language production - yes/no, either/or, one word answers. 	10	<ul style="list-style-type: none"> Image of classroom with some similarities and differences Limited language production questions
Elicit Performance / Provide Feedback	<ul style="list-style-type: none"> Students then read silently to locate and consider key words, jotting down or highlighting appropriate phrases Students work in with partner to explain each word, one key word at a time. Teacher circulates coaching explanations and definitions of key words before calling on individuals for possible answers. 	10	<ul style="list-style-type: none"> List of key words
Closure	<ul style="list-style-type: none"> Students then work individually to complete Venn Diagram or record comments on VoiceThread to begin the comparison of US and other schools 	5	<ul style="list-style-type: none"> Venn Diagram or VoiceThread
Homework	Select one image from <i>Des enfants et des écoles</i> . Be ready to share a few facts about that image.		

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Bell Ringers



- Individual Work
- 5 minutes maximum, less is better
- Students show what they know, no right/wrong answers
- Activity has a connection to what comes next
- Students generate answers, no worksheets

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Gain Attention & Activate Prior Knowledge

- The initial activity serves to "hook" the attention of the learner. Learners are cognitively engaged in an activity that connects to that day's lesson.
- The activity is of interest to the learner and allows learners to demonstrate what they can do at the start of the lesson.

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Bell Ringer – Indiquez le positif et le negatif.



Remember: Everything is done in the target language.

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Provide Input

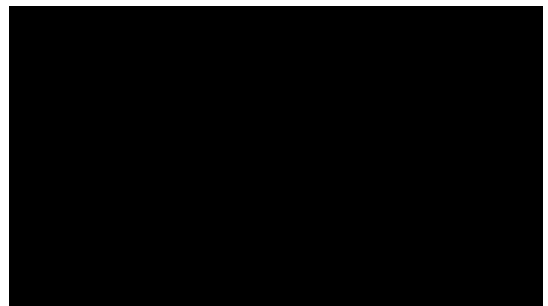
- Vocabulary is introduced with visual support in meaningful contexts and practiced in meaningful chunks rather than as isolated words on a list. Vocabulary is not taught or practiced through translation.
- Learners have adequate opportunities to process language before being expected to produce language.

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De camino a la escuela

https://www.youtube.com/watch?v=qSKEJ_bitPQ



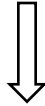
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French version: <https://www.youtube.com/watch?v=tlrK1Vc7Lek>

Conduct comprehension checks to ensure understanding.



Limited Language Responses



Extended Language Responses

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CHECKING FOR COMPREHENSION



Thumbs up/Thumbs down



Make sentences true

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Hold ups



Do as I say (TPR)



Act Out

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edpuzzle.com

<https://edpuzzle.com/classes/56c7cb24d8ace53c4147d163>



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Pourquoi est-ce important de diminuer les dépenses militaires?

Submit

⏮️ Rewatch



Il faut combien de minutes pour aller à l'école?

☐ 30 minutes

☐ 60 minutes

☐ 20 minutes

Submit

⏮️ Rewatch

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Elicit Performance & Provide Feedback

- All learners are engaged and work collaboratively to complete meaningful tasks in the target language; tasks that have real world value beyond the classroom.
- Performance assessment is used to evaluate learning.
- The teacher uses formative checks for learning during lessons to adjust instruction as needed and to provide timely feedback to learners.
- Frequent descriptive feedback is given to the learners.
- The teacher differentiates instruction based on learner need.
- Learners regularly self-assess and reflect on their learning.

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Closure

The teacher closes the learning cycle with an activity that allows both the teacher and the individual learner to know how well the learning objectives for the lesson have been met.

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<http://padlet.com/lterrill/french1>
password



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4.1

What about discrete point skills?



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4.2

Vocabulary "Quizzes"

- Create a sense of personal challenge.
- Give students a prompt and (2) minutes to write as many words as they can. Let them self-correct and compare their results with others if they want to. It's a personal competition, not one that someone would win.
- Two days later, give the same prompt and repeat the scoring process. They check their own work. Their personal goal is to improve their own performance.

Sample prompts

1. List school supplies that are likely to be found in a typical American backpack.
2. Name classes you really like and give reasons.
3. Name classes that are not your favorites and give reasons.

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4.3

Grammar in context

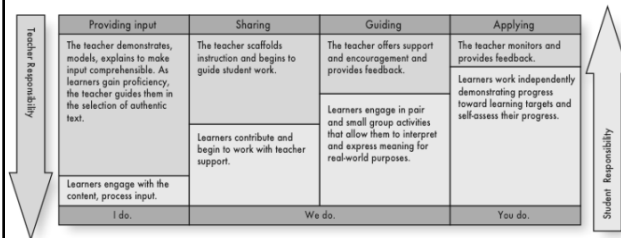
You've overheard conversations about how children go to school. Fill in the missing word.

1. Comment les enfants _____ à l'école?
2. Moi, je _____ souvent à l'école en bus mais quelquefois mes amis et moi _____ en voiture.
3. Les enfants à Abidjan _____ à pied.
4. Au Sudan, Marie y _____ à cheval.
5. Anne et moi habitons près d'un fleuve et nous y _____ en bateau..
6. Et toi, comment tu _____ à l'école?

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4.4

Gradual Release of Responsibility



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Adapted from Douglas Fisher



Comment est cette classe?

LO QUE APRENDEN LOS NIÑOS

Los niños japoneses comienzan el primer curso de enseñanza primaria en el mes de abril, una vez cumplidos los seis años. En una clase típica de enseñanza primaria hay alrededor de 30 a 40

alumnos. Entre las asignaturas que estudian se encuentran el japonés, la aritmética, las ciencias, los estudios sociales, la música, la artesanía, la educación física y la economía familiar (para aprender técnicas sencillas de cocina y costura). El número de escuelas de enseñanza primaria en las que se imparten clases de inglés es cada vez mayor. La tecnología de la información se utiliza cada vez más para mejorar la enseñanza y la mayor parte de las escuelas disponen de acceso a Internet.

http://web-japan.org/kidsweb/explore/spanish/spain/es_schools.html

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CHECKING FOR COMPREHENSION Oral Production Strategies

Linguistic Complexity	Example
Yes/No	Do students start school at age 5?
Either/Or	Do they have a few students or lots of student in their classes?
Fill in the blank	Children in Japan study.....
Who? / What? / When?	Who studies English? How many schools are connected to the internet?
Why? / How?	Why is technology important?
What now? What is going to happen?	How might Japanese schools be different in the future?

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Key words – find and explain

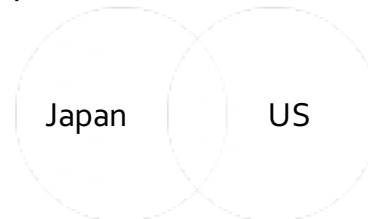
1. abril
2. 30 a 40 alumnos
3. seis años
4. asignaturas
5. cocina
6. se imparten clases de ingles
7. acceso a internet

Remember: Everything is done in the target language.

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Compare and contrast



Remember: Everything is done in the target language.

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Quick Write



What system do you prefer? Why?
Write for 3 minutes.
Justify your response based on the text.

Remember: Everything is done in the target language.

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Voicethread.com

<https://voicethread.com/share/7573737/>



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Getting the most out of a text



Read and/or listen



Talk about it



Write about it

- How can you best use this text in the **interpretive** mode?
- What **interpersonal** conversation would students be likely to have on this topic?
- What might students do in the **presentational** mode as a way of making learning more concrete?

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Interpretive VIDA ESCOLAR

En las escuelas elementales, las clases se dividen en pequeños grupos para realizar diversas actividades. Por ejemplo, como parte de su educación, todos los días estos grupos de alumnos limpian las clases, los vestíbulos y los patios de su escuela. En muchas escuelas de enseñanza primaria, los alumnos comen juntos en sus clases disfrutando de la comida que prepara la propia escuela o un servicio local de comidas para escolares. Estos grupos de alumnos sirven la comida por turnos a sus compañeros de clase. En las comidas escolares se sirve una rica variedad de alimentos saludables y nutritivos, por consiguiente los alumnos desean siempre con especial interés que llegue la hora de la comida.

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http://web-japan.org/kidsweb/explore/spanish/spain/es_schools.htm

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Interpretive

El 42% de los niños sin escolarizar en el mundo viven en países afectados por conflictos.

Reducir en un 10% el gasto militar permitiría escolarizar a 9,5 millones de niños

La educación representa apenas el 2% de la ayuda humanitaria. Es el sector de la ayuda humanitaria que recibe menos ayuda.

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Interpretive

Read the following opinions about school. Decide who likes school better for educational purposes or who values school for friends and the chance to play.

Academic Reasons	Friends/Play

Lo que más me gusta de mi escuela es... El recreo, porque puedo jugar
Alexis, 11 años

Lo que más me gusta de mi escuela es... escribir, estudiar
Selena, 12 años

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Interpersonal



¿Estás de acuerdo? Por qué o por qué no?

1. La educación es un derecho humano.
2. La educación es el arma más poderosa que puedes usar para cambiar el mundo.

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Interpersonal



Rabat, Morocco



Bogotá, Colombia

Discuss the different schools with others. Where would you learn best and why? What do these schools have in common with yours? What seems very different?



London, England



Manaus, Brazil

<https://www.washingtonpost.com/news/answer-sheet/wp/2015/11/13/how-classrooms-look-around-the-world-in-15-amazing-photographs/>

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Presentation

HORARIO					
	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
9:30 – 10:30	Lengua	Lengua	Matemáticas	Matemáticas	Lengua
10:30 – 11:00	Inglés	Matemáticas	Lengua	Inglés	Inglés
11:00 – 11:30	Matemáticas			Lengua	Matemáticas
11:30 – 11:45	C. del Medio	C. del Medio	C. del Medio	C. del Medio	C. del Medio
11:45 – 12:15					
12:15 – 13:00	C. del Medio	C. del Medio	C. del Medio	C. del Medio	C. del Medio
15:00 – 16:00	Educación Artística (Arte)	Psicología / Apoyo y otros temas	Inglés	Psicología / Ed. Física	Biblioteca
16:00 – 17:00			Ed. Artística (Música)		Consejo

You've just received this schedule from a student who will be moving to your school. He/she is writing to see what is similar and different. Explain your schedule so that he/she will know what to expect. Add any details that seem appropriate and interesting. Be sure to say what you like and don't like about this schedule.

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ACTIVE Reading Strategies

A	Ask Questions	Students read individually and write questions about the text. The questions can be answered by information found in the text and/or the answers can be inferred from the information given.
C	Connect	Students make different types of connections to the text. They identify text-to-self, text-to-text or text-to-world connections.
T	Track down	Students track down the main ideas. Students at the novice level identify key words, at the intermediate level they identify key phrases/sentence and at the advanced level they identify the key concepts. They are always expected to explain their choice in the context of the text.
I	Infer	Students are asked to identify what the author of the text might have been thinking. They are challenged to answer the question "What was the author thinking that he didn't write?" All answers must be justified within the context of the text.
V	Visualize	Students are asked to draw a visual representation of the text. Those visuals are used as a basis for discussion.
E	Extend Thinking	Students are asked to synthesize the information from the text. They reflect on what has been conveyed in the text use their understanding to make decisions about overall meanings.

6 + 1 Traits of Writing – Ruth Culham

Ideas	"Ideas make up the content of the piece. Writers move from the general to the specific. They describe the bits and pieces of life, the ordinary, in extraordinary ways...They have something to say in their writing that no one else does. Their ideas come alive!"
Sentence Fluency	"Fluent writing is graceful, varied, rhythmic — almost musical. It's easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before."
Organization	"Herdin cats....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way, and, at the end of the drive, rounding them up...."
Word Choice	"Word choice is about the use of rich, colorful, precise language that communicates.... In good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, it moves you to a new vision of things. In narrative writing, it creates images in your mind that are so real, you feel like you are part of the story itself."
Voice	"Voice....the sense that a real person is speaking to you and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling...."
Conventions	"Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."
+ Presentation	"It takes a great deal of effort to overlook a piece's visual problems and respond to its ideas, organization, voice, word choice, sentence fluency, and conventions. How the paper looks influences our reaction to it, no matter how hard we try to keep it from creeping into our overall assessment."

Question? Comments?

